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# BRIDGEWATER STATE NORMAL SCHOOL

CIRCULAR * AND * CATALOGUE
SIXTIETH * YEAR * 1899-1900

RESIDENCE HALL.

STATE NORMAL SCHOOL.

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STATE NORMAL SCHOOL.

# BRIDGEWATER
# STATE NORMAL SCHOOL
# MASSACHUSETTS

SIXTIETH YEAR, 1899-1900

TERMS 134 AND 135

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School Days are marked by Full-face Figures; Vacations and Holidays by Light-face Figures.

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# CALENDAR.

SIXTY-FIRST SCHOOL YEAR, 1900–1901.

## NORMAL SCHOOL.

| 1900. | |
|---|---|
| PUBLIC GRADUATION | Tuesday, June 26, 10 A.M. |
| FIRST ENTRANCE EXAMINATION | Thursday, Friday, June 28 and 29. |
| SECOND ENTRANCE EXAMINATION | Tuesday, Wednesday, September 11 and 12. |
| SCHOOL YEAR BEGINS | Thursday, September 13. |
| THANKSGIVING RECESS | November 28 to December 3, inclusive. |
| CHRISTMAS RECESS | December 22 to December 31, inclusive. |
| **1901.** | |
| FIRST TERM ENDS | Friday, February 1. |
| SECOND TERM BEGINS | Monday, February 4. |
| SPRING RECESS | March 23 to April 1, inclusive. |
| PUBLIC GRADUATION | Tuesday, June 25, 10 A.M. |
| FIRST ENTRANCE EXAMINATION | Thursday, Friday, June 27 and 28. |
| SECOND ENTRANCE EXAMINATION | Tuesday, Wednesday, September 10 and 11. |

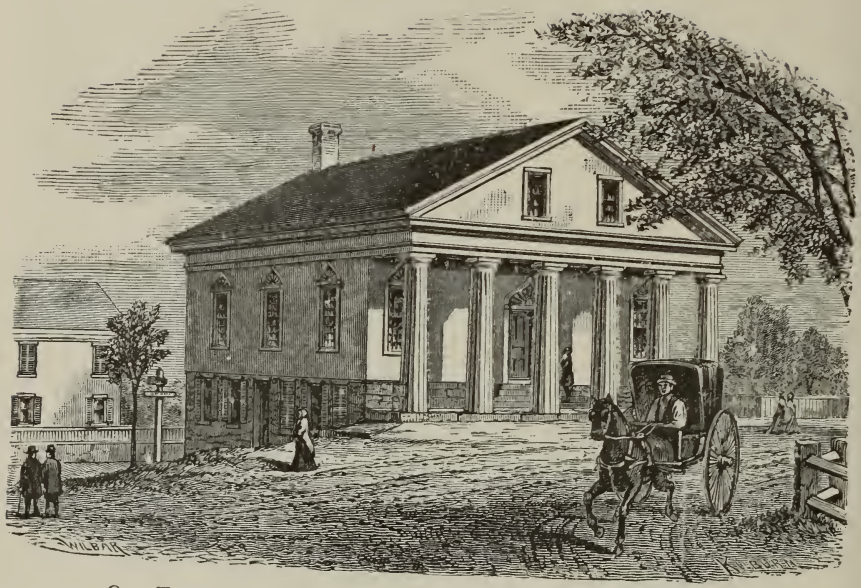
## MODEL SCHOOL.

| 1900. | |
|---|---|
| SCHOOL YEAR ENDS | Monday night, June 25. |
| SCHOOL YEAR BEGINS | Tuesday, September 11. |
| THANKSGIVING RECESS | November 28 to December 3, inclusive. |
| CHRISTMAS RECESS | December 22 to December 31, inclusive. |
| **1901.** | |
| SPRING RECESS | March 23 to April 1, inclusive. |
| SCHOOL YEAR ENDS | Monday night, June 24. |
| SCHOOL YEAR BEGINS | Tuesday, September 10. |

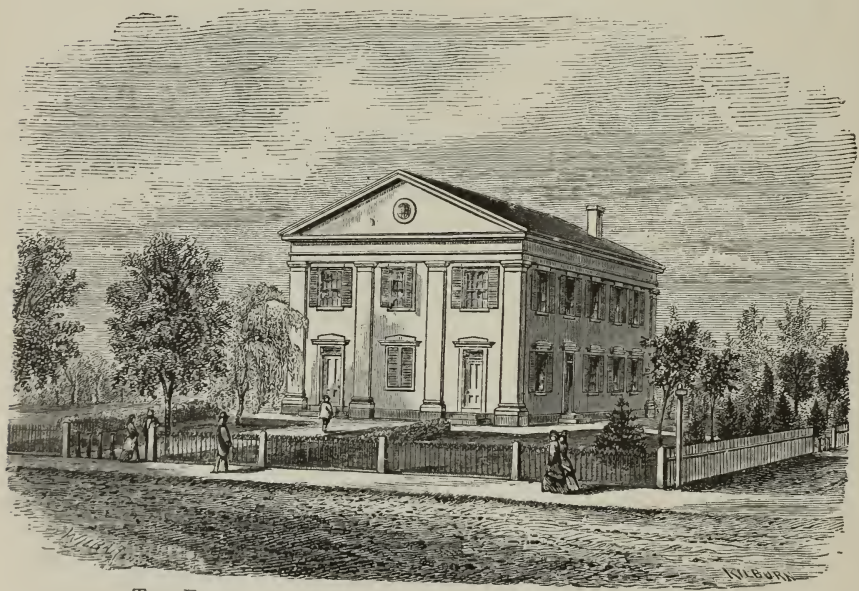
## SPECIAL NOTICE.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day. Accommodations during examination may be had at Normal Hall.

For information about the school address the principal at Bridgewater.



Old Town Hall, Home of the School the First Six Years.



The First State Normal School Building in America.
Erected in Bridgewater, Mass., in 1846.

# CIRCULAR OF INFORMATION.

## Historical Sketch.

This school is one of the first three State normal schools on this continent.

Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate for the same purpose an equal amount. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre. Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for the school. The towns of Abington, Wareham, Plymouth, Duxbury, and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater, whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years, and the next three years the school paid a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils, seven men and twenty-one women. In 1846 the State, with the liberal cooperation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had only three principals. Nicholas Tillinghast was principal the first thirteen years, and he devoted himself unsparingly to the work of establishing it upon a broad and deep foundation. By his persistent, thorough, self-forgetting, and noble work he exerted an influence that will not cease to be felt among the generations of this Commonwealth. No one man has done more to stimulate the thought and improve the work of teachers in this State than Mr. Tillinghast. When he entered upon his work these schools for teachers simply "had leave to be." The difficulties which had to be surmounted would have appalled a man of less heroic temper.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields, and immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

The growth of the school is shown by the enlargements made for its accommodation, as follows: —

In 1861 the school building was enlarged, increasing its capacity seventy per cent.

In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal.

In 1871 the school building was again enlarged, increasing its capacity fifty per cent.

In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students.

In 1881 a new building was erected for physical and chemical laboratories in the rear of the school building and connected therewith.

In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution.

In 1886 "Boyden Park" was purchased for out-door recreations.

In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe, and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of $150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall, a residence hall accommodating thirty-two students.

In 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of $75,000.

In 1895 Tillinghast Hall, the third residence hall, a fine brick building accommodating seventy-two students, was erected; also a new steam laundry.

In 1846 the course of study extended through one year, three successive terms of fourteen weeks each.

In 1855 the course was extended to three successive terms of twenty weeks each.

In 1865 the course was extended to two years, four successive terms of twenty weeks. From the beginning students who desired could extend their course through additional terms taking elective studies.

In 1869 the four years' course was introduced, having for its object to give students of ability the opportunity to prepare themselves to meet the constantly increasing demand for well trained teachers in the higher grades of the public schools.

An intermediate course including the studies of the two years' course and electives from the advanced part of the four years' course was also provided to meet the needs of those who desired elective studies.

A Model School, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. From that time onward the normal school has been a training school in its classes.

In 1880, by arrangement made with the town, the centre district public school near by was made a school of observation for the students of the normal school.

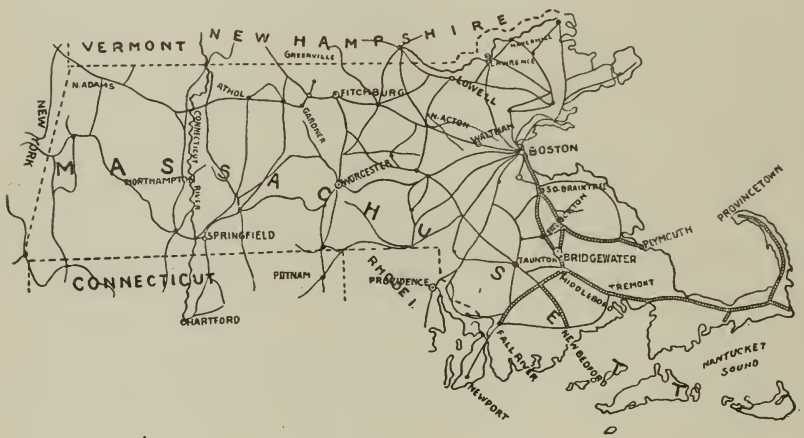
In 1891 the centre district public school including eight grades was taken into the new normal school building and became the model school for observation and practice by the normal students.

In 1893 a public kindergarten was opened as a part of the model school to be used in training kindergartners.

In 1896 all the ninth grade pupils of the town were received into the model school, making this school to consist of all the grades below the high school.

## Location.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of 5,000, is on the Old Colony Railroad, twenty-seven miles south of Boston.




## Buildings and Grounds.

The school building is a large, three-story, massive structure, built of brick and marble, in three sections with connections, thus affording all the advantages for light and air.

In its interior arrangement the building is admirably adapted to its purpose. Ample corridors, easy stairways, commodious wardrobe rooms, lunch rooms, class rooms, study rooms, libraries, laboratories, well-filled cases, convenient model school class rooms, beautiful kindergarten rooms, playrooms for children, gymnasium, and on the second floor of the first section the assembly hall, — a large, pleasant hall, furnished with reference books and adorned with pictures and memorial tablet, busts of eminent men, and portraits of teachers, most of them the gifts of graduates of the school, — make it one of the most attractive and best-equipped normal school buildings in the country. The building is well supplied with water,

NORMAL SCHOOL BUILDING.

TILLINGHAST HALL. WOODWARD HALL. NORMAL HALL.

BOYDEN PARK.

heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service, and an electric light service.

Near by, in the same quadrangle, are the three residence halls, Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station, have a good location near the centre of the village, upon a square three acres in extent, and the view from them is attractive.

Boyden Park includes six acres of land just across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports, making an attractive place for healthful recreation. Normal Grove, adjoining the park, including one-half acre, is a fine grove of chestnut trees, affording a delightful summer retreat. South Field, just across the street on the south side, includes two acres of level ground for athletic sports.

## REQUIREMENTS FOR ADMISSION.

Candidates for admission must declare their intention to teach, to complete the course of study in the school, if possible, and to keep the requirements of the school faithfully.

Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete, if young men, and sixteen years complete, if young women; and must be free from any disease or infirmity that would unfit them for the office of teacher.

They must present a certificate of good moral character, give evidence of good intellectual capacity, be graduates of a high school whose courses of study have been approved by the State Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education.

Candidates are requested to bring the record of their standing in conduct and scholarship in the high school signed by the principal. A good record in the high school is one of the best recommendations the candidate can present.

All candidates for admission, except those for the special courses, are required to take the entrance examination. The examinations for admission to the normal schools shall take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) Private examinations cannot be given.

New classes are admitted to the normal schools only at the beginning of the fall term.

Tuition is free to members of the school who are residents of Massachusetts. By vote of the Board of Education passed Feb. 1, 1900, "Each pupil from another State than Massachusetts attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning

of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year."

Persons who propose to apply for admission are requested to notify the principal of their intention as early as possible.

## Written Examinations.

The written examination will embrace *one paper* upon each of the following groups, with a maximum time allowance of two hours for each of groups I., II., and IV., and of one hour for each of groups III. and V. : —

### *Group I. Languages.*

(*a*) English. — The subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. Candidates are advised to read all the works named; but topics and questions will be so prepared that any candidate may expect to meet them who has mastered one half of the works assigned for reading and for study and practice, the selection to be made by the candidate.

*No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement and marked accordingly.*

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of the examination will usually be the writing of brief paragraphs on each of several topics to be chosen by the candidate from a considerable number set before him in the paper, and the aim will be to test his power of clear and accurate expression.

The books set for this part of the examination will be : —

1900. Dryden's *Palamon and Arcite;* Pope's *Iliad*, Books I., VI., XXII., XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe;* De Quincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal.*

1901 and 1902. Shakespeare's *The Merchant of Venice;* Pope's *Iliad*, Books I., IV., XXII., and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner*.

1903, 1904, and 1905. Shakespeare's *The Merchant of Venice* and *Julius Cæsar;* *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Carlyle's *Essay on Burns;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner*.

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form, and structure, and will test the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be: —

1900. Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison*.

1901 and 1902. Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison*.

1903, 1904, and 1905. Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison*.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed work belongs.

(*b*) *One* only of the three languages, *Latin*, *French*, and *German*. The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language.

## *Group II. Mathematics.*

(*a*) *Arithmetic.* The examination takes the subject as given in a good grammar-school course.

(*b*) *Algebra.* Includes the subject through affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* Calls for the elements of plane geometry and original work both with theorems and problems.

## *Group III. History and Geography.*

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

### *Group IV. Sciences.*

(*a*) *Physical Geography.* — The elements of this subject as presented in the study of geography in a good grammar-school course.

(*b*) *Physiology and Hygiene.* — The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics, and stimulants upon the human body.

(*c*), (*d*), and (*e*), *Physics, Chemistry, and Botany.* — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools.

### *Group V. Drawing and Music.*

(*a*) *Drawing.* — Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also, any one of the three topics, form, color, and arrangement.

(*b*) *Music.* — The principles of musical notation which an instructor should know in teaching singing in the schools, with ability to sing, if practicable.

*If the work of a good high-school course, either the college preparatory or the general course, has been well done the candidate should have no difficulty in meeting the requirements of the examination in subject-matter.*

*If a candidate passes a satisfactory examination in a sufficient number of the required subjects to indicate that he is competent to take the course of study in the school he will be admitted.*

## Oral Examination.

The candidate will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to him and the school, at the discretion of the examiners. In this interview the object is to ascertain the candidates' personal characteristics and their use of language, and to give them an opportunity to furnish any evidence of qualification that might not otherwise become known to their examiners.

## Preliminary Examination.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups: —

II. Mathematics.
III. History and Geography.
IV. Sciences.
V. Drawing and Music.

Preliminary examinations must be taken in June.

Every candidate for a preliminary examination must present a certificate of preparation in the group, or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

.....has been my pupil for.....years and is, in my judgment, prepared to pass the State normal school preliminary examination in the following group, or groups, and the divisions thereof: —

.....

.....

Name of school,.....

Signature of principal or teacher,.....

Address,.....

2. The group known as "*I. Languages*" must be reserved for the final examinations. It will doubtless be found generally advisable that the group known as "*IV. Sciences*" should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important that the work for the September examinations shall be kept down to a minimum.

HISTORY AND LITERATURE LIBRARY.

PEDAGOGICAL LIBRARY.

## THE SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week each term, with daily sessions of not less than five hours per day for five days in the week.

There is no session of the school on Saturday. The sessions are from 9.15 A.M. to 12.10 P.M., and from 1.30 P.M. to 3.55 P.M.

## DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the schools of the State. The State supports its public schools for the education of its children. It supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum, that he may learn how to use each in the teaching process and thereby learn the method of teaching.

In the elementary and secondary school the student is a learner, seeking the knowledge of the object and the discipline which comes from right exertion in learning. In the normal school he is a teacher; he must think the object as the learner thinks it, he must also think the process by which the learner knows, and he must think the means the teacher is to use to cause the learner to take the steps of this process. The study of the subject for teaching is educational study.

The third requisite is that the school should lead the normal student, after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching. This study is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education. In this study the student is constantly referring to his experience in the educational study of subjects for illustrations of the general views he is now discussing.

The fourth requisite is that the normal student shall be led to make a practical study of children, which he should do as fully as possible throughout the course, under intelligent suggestion; that he should have ample observation under intelligent guidance in all the grades of a good public school; that in the latter part of the course, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with his pupils, he should have ample practice in teaching under such supervision as he needs.

# REGULAR COURSES OF STUDY.

## The Two Years' Course.

1. The Educational Study of Man for the principles of education, the art of teaching, school organization, school government, and the history of education.

2. The educational study of the following subjects for knowledge of the principles, the method of teaching, and the educational value of each: —

**Mathematics.** — Arithmetic and Book-keeping, Elementary Algebra, and Geometry.

**Nature Studies.** — Minerals, Plants, Animals, Physical Force, Chemical Force, Geological Agencies, Geography, The Human Body, Physical Training, and Manual Training.

**Language.** — English, — Reading, Grammar, Rhetoric, Composition, — Literature, Drawing, Vocal Music.

**History.** — Civil Polity of Massachusetts and the United States, and the School Laws of Massachusetts.

Observation and Practice in the Model School.

The graduates of this course are in quick demand for teaching in primary and grammar grades.

## The Three Years' Course.

This course includes the subjects of the two years' course, with electives from the advance studies of the four years' course.

It meets the wants of those who desire elective studies; of those who need to take more time for the completion of the two years' course; also gives opportunity for more extended practice in the model school.

This broader preparation fits the graduates from this course for better positions in primary and upper grammar grades, and for departmental teaching in these grades.

## The Four Years' Course.

This course which is a distinct course from the beginning, includes the *maximum* work in the subjects of the two years' course and the following subjects for the same ends: —

**Mathematics.** — Algebra, Geometry, Trigonometry and Surveying.

**Science.** — Physics, Chemistry and Mineralogy, Botony, Zoölogy, Geology, Astronomy.

**Language.** — Reading, Drawing, English Literature, Latin and French required; Greek and German, as the principal and visitors of the school shall decide.

**History.** — General History, History of Education.

This course fits the graduates from it to be principals of grammar schools and of some high schools, principal's assistants, and assistants in high schools; and not a few after successful experience in teaching have become superintendents of schools, and teachers in normal schools.

## Kindergarten Course.

The kindergarten course requires not less than two years for its completion. One year or more of study and training in the two years' course, including the Educational Study of Man and those studies which are essential to kindergarten work, and one year of practical work with the children and in the theory and history of the kindergarten.

The best kindergarten course is for the student to have the full two years' course and one year added for the special kindergarten training.

Students well prepared to enter upon the kindergarten course may complete it in two years, but a longer time is needed in most cases to make one competent to be principal of a kindergarten, which is one of the most responsible positions in the whole range of teaching.

Good opportunity for observation and practice is provided in the public kindergarten which is a part of the model school.

Diplomas are given to those students who have satisfactorily completed the studies in any one of the four regular courses.

## Courses for College Graduates.

"The subjects of the advanced course of study for two years are as follows: —

The Educational Study of Man, for the principles of education, art of teaching, school organization, school government, history of education, school laws of Massachusetts.

The method of teaching the following subjects: —

**Language and Literature.** — English, French, German, Latin and Greek.

**Mathematics.** — Arithmetic, Algebra, Geometry, Trigonometry, and surveying.

**Science.** — Chemistry, Physics, Astronomy, Physical Geography, Geology, Mineralogy, Botany, Zoölogy, Physiology.

**History**, Drawing, Vocal Music, Physical Culture, Manual Training.

Persons of maturity, of a high standing in college, and who give evidence of superior scholarship and special aptness to teach, may, with the approval of the principal of the school and the Board of Visitors, select from the above curriculum of study a course which may be completed in *one year*, and when such course is successfully completed they shall receive a certificate for the same. The require-

KINDERGARTEN.

DRAWING.

ment for admission to the advanced course of two years shall be a college course or its equivalent."

The work is adapted to the special needs of the class. All the facilities of the normal and model school are available. The graduates from this department have all found good positions.

## Special Courses for Teachers.

Teachers of five years' experience in teaching, who bring satisfactory recommendations, may, with the consent of the principal and of the Board of Visitors, select a course, including the course in the Educational Study of Man, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Graduates of this course have been in quick demand.

Teachers may select a course in language and literature; in mathematics; in science; or in history.

Graduates of normal schools may select a post-graduate course of one or two years, including the Educational Study of Man.

The entrance examination for the regular courses is not required for admission to this special course.

# RANGE OF STUDIES IN THE TWO YEARS' COURSE.

## FIRST TERM. — JUNIOR CLASS.

ELEMENTAL PSYCHOLOGY, so long as is necessary to indicate distinctly the principles and the method of the teaching in the school.

### MATHEMATICS.

ELEMENTARY GEOMETRY, 5.* — The analysis of the subject to show what it includes. The properties and relations and classification of lines, angles, surfaces, and volumes to teach the order and method of studying geometrical forms. The adaptation of lessons to different grades and relation to drawing and arithmetic. The original demonstration of propositions concerning lines and angles, rectilinear figures, ratios and proportions, the relation of rectilinear figures to circles, to teach the method of finding general truths and their applications. Each pupil teaches and directs class exercises.

### NATURE STUDIES.

PHYSICAL FORCE, 4. — Properties of matter; force and motion; molecular forces; gravitation; heat; light; sound; magnetism; electricity; to teach the method of careful experimental work, and to furnish material for laying out lessons for grammar grades. Each student performs experimental work, applies the principles taught in the explanations of natural phenomena and the construction of machines, and conducts class exercises. *Maximum Work.* — Supplementary experiments in physical measurements.

CHEMICAL FORCE, 4. — The most important elements and their compounds to teach the method of careful experimentation. The chemistry of common life; combustion, decay, fermentation, respiration, foods, dyeing, bleaching, poisons, metals and their uses, as material for laying out science lessons in grammar grades. Each student prepares simple apparatus, performs experimental work, makes the applications, and directs class exercises.

MINERALS, 2. — Typical minerals, rocks and soils, their varieties and classification. Laboratory exercises to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections to familiarize students with the material to be used in schools. Adaptation of lessons to the different grades and relation to geography. Each student

* The figure after the name of the study indicates the number of lessons a week in that study.

is furnished with needed appliances and with specimens of each of the minerals studied. *Maximum Work.* — Laboratory exercises to teach the method of analyzing minerals by blow-pipe and chemical tests.

INDUSTRIAL LABORATORY, 2. — The materials for construction, (1) *Wood*, — structure, composition, seasoning, grain, strength, defects. (2) *Fastenings*, — nails, tacks, screws, glue, pins, wedges, dowels. (3) *Tools and how to use them*, — bench, measuring and lining tools, saws, cutting tools, miscellaneous tools and appliances. *The Construction of Apparatus.* — The pieces to be owned by the pupil and used in school studies, graded according to the difficulty in making; first, the study of the model, — later, the invention of the thing to be made; second, making an accurate working drawing; third, study of materials and tools to be used in reproducing the object; fourth, construction at the bench from the working drawing. The object of all the work is to teach the thoughtful use of the hands in expressing ideas by drawing and construction. Each pupil does the work.

## LANGUAGE.

ENGLISH I., 2. — Development of literary sense by discerning the meaning and the plan of a piece of English. Development of appreciation of a piece of English.

ENGLISH II. — Development of power of literary expression. General view. The analysis of language to show what it is. What it includes. Modes of using language. The elements, formation, and primary meaning of words, spoken and written. Elementary composition. Elementary grammar, to teach how to train pupils in the use of language in school work.

DRAWING, 2. — Enrichment by color, — analyzed to determine how to develop the child's love of color into a discriminating appreciation of harmony.

Construction, — analyzed to find the most effective means of creating an appreciation of beautiful forms suited to the uses to which they are to be put.

Mechanical drawing, — made to find the best methods of training children to express their ideas readily and accurately.

VOCAL MUSIC, 4. — Musical tones and their expression to teach the method of training pupils to the right use of the voice in singing at sight in all the keys. The laying out of lessons for different grades and chorus singing. Each pupil conducts class exercises.

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## SECOND TERM. — EX-JUNIOR CLASS.

## MATHEMATICS.

ARITHMETIC, 3. *Elementary Course.* — The numbers to one thousand, with the expression, the operations upon, and the relations of, the numbers, for the method of laying out the lessons and teaching in the primary grades. *Scientific Course.* — The analysis of the subjects to show what parts shall be used in teaching. The study of the system of numbers, the expression, operations upon, and

relations of, all numbers, for the principles of the subject, and the method of laying out and teaching the subject in grammar grades. Each pupil conducts class exercises.

ELEMENTARY ALGEBRA, 4. — The analysis of the subject to show what it includes. The notation, numerical processes, the use of the processes in simple equations, for the principles of the subject, and the method of laying out lessons and teaching the subject. Its relation to arithmetic. Each pupil conducts class exercises.

## NATURE STUDIES.

PLANTS, 2. — Laboratory exercises on the method of teaching, (1) how plants grow, (2) parts of plants, their structure, function and adaptation, (3) the range of plant forms from the simplest types to the complex, (4) the principles of grouping plants into families, analyzing plants, and arranging an herbarium. Uses of plants, application to geography.

PHYSIOLOGY AND HYGIENE, 3. — The human body as a whole, its external and structural parts, general plan of the body, the general structure of the limbs and walls, and the different systems of the body, — digestive, absorbent, circulatory, respiratory, secretory, excretory, osseous, muscular, and nervous. The structure of the human body, its different systems, their functions, the conditions of health.

The subject is taught by the aid of a human skeleton, a life-sized manikin, specimens of the internal organs, the dissection of specimens from the lower animals, and the microscopic examination of the various tissues of the body. Students prepare and conduct class exercises.

## LANGUAGE.

VOCAL CULTURE AND READING, 2. — The proper carriage of the body in sitting, standing, walking, talking, and reading; enunciation, articulation, pronunciation, and quality of voice, and reading, for the method of teaching.

ENGLISH II., 4. — *Secondary course in grammar.* — The analysis of the subject. The sentence and its parts; classes of words in a sentence or parts of speech; kinds and parts of sentences; analysis of sentences, for the principles of construction, and the method of arranging lessons and teaching in different grades. Students prepare and conduct class exercises.

ENGLISH COMPOSITION, — (1) Ideas and words. Diction, good use, purity, propriety, precision, strength, harmony. (2) Thoughts and sentences. Paragraphs, chapters, description, narration, exposition. The method of teaching.

DRAWING, 4. — Appearance of objects — analyzed to find the underlying principles and how they may be best used in training the child to appreciate pictorial representation. (2) Freehand drawings — made from nature and from still life to learn how to lead the child to express his ideas easily and artistically.

PHYSICAL CULTURE, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; squad drills conducted by students. (2) Study of the principles of educational gymnastics and their application in the Ling system. (3) Emergency lessons, — bandaging, transportation.

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## THIRD TERM. — SUB-SENIOR CLASS.

### MATHEMATICS.

ARITHMETIC, 4. — Applications of arithmetic; commercial papers; and mensuration, for the method of teaching. The preparation of apparatus and conducting class exercises by the students. Book-keeping, — exchange of property; accounts, four forms, double and single entry, for the principles and method of teaching.

### NATURE STUDIES.

ANIMALS, 2. — Laboratory and field exercises to teach the method of studying and teaching animals, — their habits, parts (structure and function), development and adaptations. Special emphasis on insects, birds, and domestic animals in preparation for the course of Nature Study in the grades. Application to the study of geography. *Maximum Work.* — More extended study of marine life, microscopic examination of minute parts, general summary of animal kingdom.

PHYSIOGRAPHY, 5 (for the half term). — Laboratory exercises and field work for the agencies producing changes in the crust of the earth, with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections and prepares class exercises.

GEOGRAPHY, 5. *Elementary Course* (for the half term). — Field work and laboratory exercises to teach the method of studying and teaching (1) Geographical objects, — relief forms, drainage forms, coast forms, forms of water, winds, climate, soil, productions, people, their expression by map symbols and map reading. (2) The earth as a whole, — form, rotation, land and water divisions, coast, relief, drainage, climate, soil, production, people. Especial attention is given to emphasizing the simple yet broad relations by which the earth is the home of man. (3) The continents are studied in the same general order. Simple geological phenomena which make clear how the continents affect life, and man's efforts to advantageously adjust conditions to his progress are carefully considered. (4) The leading nations are studied to indicate the connection of history and geography. Industrial and commercial conditions and their effect on national and international relations are made prominent.

PHYSICAL TRAINING, 2. — In the gymnasium, on the basis of the Ling system. (1) Practical work in the gymnasium; squad and class drills conducted by students. (2) Study of the principles and applications of educational gymnastics

with especial attention to the effects of gymnastic exercises. (3) Emergency lessons, — checking the flow of blood, resuscitation, transportation.

## Language.

Vocal Culture and Reading, 3. — Physical exercises; quality of voice, modulation, and expression; and reading, with special reference to teaching in different grades.

English III., 3. — Perception; memory and imagination; taste; the novel, wonderful, and picturesque; beauty and sublimity; wit, humor, and ridicule; figures of words for the elements of rhetoric. The analysis of the subject to show its contents; figurative language and style for the principles which govern the right use of language, and the method of teaching these. Writing compositions.

Drawing, 2. — Enrichment by historic ornament and by original design — analyzed to find the best means of leading the child to an appreciation of ornament which is historic and of modern design. (2) Freehand and mechanical drawings — made that the student may be prepared to train the child to draw historic ornament and original designs intelligently. (3) The fine arts, studied to enable students to lead the pupil to appreciate and enjoy the masterpieces of architecture, sculpture and painting.

Pencil and water color are the media used throughout the two years' course.

## History and Civil Government, 4.

Myths and historical stories for primary grades, reading of history in intermediate grades, how to study and teach the different phases of history in grammar grades. Study of English institutions as a preparation for United States history. Preparation of maps and tables, use of pictures, and study of sources of history. Practice in conducting drill exercises and discussions. Elementary lessons on the facts and principles of civil government. *Maximum Work.* — Development of the constitutional government of Massachusetts and the United States.

The work is conducted in the library of history and literature to teach how to use a library.

**Observation in the model school. Child study.**

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## FOURTH TERM. — SENIOR CLASS.

## Nature Studies.

Geography, 5. *Scientific Course* (for the half term). — Definition and division of geography; the form, size, and motions of the earth; distribution of light and heat; comparison and classification of land, water, atmospheric forms; life of the

continents. Causes of the relations which the earthly forms hold to man. The relations of the other sciences to geography. Original investigation, preparation of apparatus, and class teaching in both courses.

NATURE STUDY. — Preparation of a course of lessons on nature study and elementary science in connection with the work in the training department.

PHYSICAL CULTURE, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; class drills conducted by students. (2) Study of the principles and applications of educational gymnastics, with special attention to teaching under public school conditions. Observation of and practice in teaching children. (3) Emergency lessons, — application of temporary splints and review of resuscitation. Checking flow of blood, bandaging, and transportation.

## LANGUAGE.

VOCAL CULTURE AND READING, 4. — Physical exercises; vocal exercises for expression; gesture; reading; teaching; and laying out the course in reading for different grades.

ENGLISH LITERATURE, 5 (for the half term). — History of the English language. Poetry, — simple, narrative, and lyrical poems; *Idyls of the King*, *Deserted Village*, *Paradise Lost*. Prose, — essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with biography of authors and collateral reading, as a basis for the study of literature in the different grades of schools.

## THE EDUCATIONAL STUDY OF MAN, 11.

THE BODY for the laws of physical health, strength, and beauty, as conditions for the activity of the mind.

THE MIND in the three modes of its activity; the intellect; the sensibilities; the will and the moral nature. The subject is taught from the facts of the student's consciousness, the observation of other minds, and reading. The end sought is the knowledge of the conditions and products of the different modes of the mind's activity, and the ability to use this knowledge in the education of children.

THE STUDY OF THE SCIENCE AND ART OF TEACHING. — Principles of education, as derived from the study of man. The art of teaching. Requisites for exciting right activity in the school, — knowledge of the mind, the pupil, the subject; selection and arrangement of subject-matter; method of teaching; language, voice and manner of the teacher; means of making the teaching impressive; object and method of criticism; teacher's preparation. Course of studies arranged for the different grades; method of teaching in the studies of the course, and practice with children.

SCHOOL ORGANIZATION. — What it is to organize a school. Advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

SCHOOL GOVERNMENT. — What government is and what government requires in the governor and in the subject. What school government is, the teacher's right to govern, and the end of school government. The motives to be used in school government, and the method of their application.

HISTORY OF EDUCATION. SCHOOL LAWS OF MASSACHUSETTS.

**Observation and practice in teaching in the model school.**

## FIFTH TERM.

The amount of work to be done to meet the demands upon the graduates from the two years' course is so large that some students find it necessary to take an additional term for its accomplishment. Students have the opportunity to take a less number of studies each term and thus distribute the studies of this course through five terms. This extension of time is specially desirable for the purpose of increasing the practice in teaching, and for the better performance of all the work of the course.

LABORATORY FOR ANALYTICAL CHEMISTRY.

PHYSICAL LABORATORY.

# RANGE OF STUDIES IN THE FOUR YEARS' COURSE.

(Including maximum work in subjects of two years' course.)

## FIRST YEAR. — FIRST TERM.

**Mathematics.** ELEMENTARY GEOMETRY, 5. — Outline in two years' course.

**Language.** LATIN, 5. — The object in this study is to acquire the ability to understand, read, and teach the language. Method of teaching inflections. Method of teaching two books of Cæsar. Practice in teaching.

FRENCH, 5. — The object in this study is to understand, speak, and teach the language. Methods of teaching, and study; with a child, as a vernacular, — by hearing and understanding, speaking, reading, and writing the language; with a person, as a second language, — reading, hearing, and understanding, speaking and writing. *Maximum.* — Reading, narration, and conversation.

DRAWING, 4. — Outline in first and second term, two years' course. VOCAL MUSIC, 4. ENGLISH, I. and II., 2. — Outlines in first term, two years' course.

## FIRST YEAR. — SECOND TERM.

**Mathematics.** ALGEBRA, 4. — Outline in two years' course.

**Nature Studies.** PHYSICAL FORCE, 4. — Work in two years' course. In addition, careful experiments in weighing and measuring, in the verification of physical laws, and in investigation of the properties of particular bodies or substances, with the graphical expression of results. Practice in the original preparation and presentation of subjects.

CHEMICAL FORCE, 4. INDUSTRIAL LABORATORY, 2. — Outlines in two years' course.

MINERALS, 2. — Outlines in two years' course.

**Language.** LATIN, 5. — Method of teaching. Cæsar and Cicero.

FRENCH, 4. — Reading, narrative, conversation. Method of teaching. Advanced reading.

## SECOND YEAR. — FIRST TERM.

**Mathematics.** ARITHMETIC, 5. — Outline in second term, two years' course.

**Nature Studies.** GEOGRAPHY, 4. — Outlines in third term, two years' course.

**Language.** ENGLISH II., 4. — Outlines in second term, two years' course.

VOCAL CULTURE AND READING, 2. DRAWING, 4. — Outline in third term, two years' course.

LATIN, 4. — Method of teaching. Cicero and Ovid.

**Physical Culture**, 2. — Outline in second term, two years' course.

## SECOND YEAR. — SECOND TERM.

**Mathematics.** Book-keeping, 2. — Outline in third term, two years' course.

**Nature Studies.** Zoölogy, 4. — Laboratory study of the animal types; variations of each with its adaptations to environment; plans of development and classification. Special application to teaching at each step of the work.

Physiology, 2. Botany, 2. Geography, 2. — Outline in third term, two years' course.

**Language.** English, III., 4. — Outline in third term, two years' course.

Latin, 5. — Method of teaching. Virgil and Tacitus.

**History and Civil Government, 4.** — Outline in third term, two years' course.

**Physical Culture, 2.** — Outline in third term, two years' course.

## THIRD YEAR. — FIRST TERM.

**Mathematics.** Geometry, 4 (for half term). — Planes, volumes, plane loci, and conic sections, for the principles of the subject and the method of teaching. Making the objects for demonstrations, representing on a plane surface. Original demonstrations.

Algebra, 4 (for half term). — Quadratics, progression, series; theory of equations, for the principles and the method of teaching.

**Science.** Physics, 4. — Acoustics, optics, magnetism and electricity, with laboratory practice by each pupil. Laying out subjects; preparation of apparatus, teaching, and acquaintance with best books in physics.

**Language.** Latin, 4. — Method of teaching. Virgil and Livy.

German, 4. — Object and method same as in French.

Drawing, 4. — Appearance of objects analyzed to find how best to lead a child to appreciate the appearance of color in light and shade. (2) Charcoal and water color studies — made from nature and from still life to learn how best to train the child to thoughtful observation and drawing.

Vocal Culture and Reading, 3. — Outline in third term, two years' course.

**Physical Culture, 2.** — Outline in fourth term, two years' course.

**Observation in model school, 2.**

## THIRD YEAR. — SECOND TERM.

**Science.** Chemistry, 4. Principles of chemical force as derived from the elementary laboratory work, supplemented by reading and applied in problems. Qualitative analysis of inorganic and organic compounds, use of blow-pipe and liquid reagents, preparation of schemes of work and chemicals. Quantitative analysis (for maximum students), solids and water analysis, to teach the method; gravimetric and volumetric analysis.

MINERALOGY. — In connection with chemistry. Examination and analysis of groups of minerals, *e.g.*, elements, sulphides, sulphates, silicates, etc.; analysis by use of determinative tables and chemical tests, classification of minerals.

**Language.** LATIN, 4. — Method of teaching. Livy and Horace.

GERMAN, 4. — Object and method same as in French.

DRAWING, 4. — The fine arts — studied to learn how the pupil may be led to understand and enjoy the historical development of the arts of architecture, sculpture and painting. (2) Enrichment by historic ornament and by original design, — analyzed to find the best method of interesting the pupil in the development of the present styles of decoration from prehistoric beginnings. (3) Drawings — made to prepare students to lead the pupil in selecting and executing typical ornamental forms; also in the intelligent expression of original decorative arrangements. (4) Construction — analyzed to enable students to use the best means of training the pupil in the study of orthographic projection and its use in machine and architectural drawings. (5) Drawings — made to find suitable means to train pupils to express ideas of machine and architectural details.

Pencil, pen and ink, charcoal and water color are the media used throughout the four years' course.

**General History,** 4. — Development of the Oriental, classical and Teutonic nations in their organization, religion, education, art, etc. Each student uses the historical library in the preparation of abstracts of topics for teaching. These form the basis of class discussion. Preparation of outlines, comparative maps, and tables of time, plans for school exercises, practice in conducting discussions. Study of historical pictures.

**Physical Culture,** 2. — In gymnasium.

**Practice in model school.**

## FOURTH YEAR. — FIRST TERM.

**Language.** ENGLISH LITERATURE, 3. Outline in fourth term, two years' course.

VOCAL CULTURE AND READING, 4. — Expression; gesture; reading; teaching; method of work.

**Educational Study of Man,** 10. — Outline in fourth term, two years' course.

**School Laws of Massachusetts,** 1. **Physical Culture,** 2. — In gymnasium. Conducting class exercises.

**Practice in model school.**

## FOURTH YEAR. — SECOND TERM.

**Mathematics.** TRIGONOMETRY, 4 (for half term). — Plane and spherical, surveying.

**Science.** BOTANY, 4 (for half term). — Plant structure, — the vegetable cell and its products, micro-chemical examination; tissues and tissue systems, how

these tissues are combined in plants. Daily microscopical study of illustrative slides and of sections prepared by pupils. Plant life, — composition of plants, sources of food materials, mode of obtaining them, processes within the plant, experimental study of conditions which affect plant life. Morphology of parts of the plant, — generalized forms and the modifications which they undergo. Arrangement of lessons and method of work.

Classification of plants. Types in each division of plant kingdom, differences in mode of reproduction, in manner of growth, in structure.

Geology, 4. — Laboratory study of rocks and fossils of different periods, field work on the local geology of the State, reading of the best authorities on geological theories. Preparation of maps and of other material for teaching.

Astronomy, 3. — Phenomena of the heavenly bodies; their form, size, location, motions, effects of their motions and the causes of the phenomena. Students have the aid of a telescope with four-inch object glass in this study.

**Language.** English Literature, 4. — The periods into which the English language and literature are divided. The historical characteristics of each period; changes which have taken place in the language; the classes of literature most prominent in each period, and the representative authors. The lives of the authors, to discover their relation to their times. The works which best illustrate each author for qualities of thought and expression. Collateral reading by each pupil of selected standard literature.

Vocal Culture and Reading, 4. — Expression; reading Shakespeare; teaching; method of work.

**History of Education.** Educational Foundations. — The general periods of education, study of the great leaders in educational progress, — facts about their lives, principles taught, applications made, and results. History of educational development in England, United States, and Massachusetts. The library method of study is used in this subject.

**Practice in model school.**

**Physical Culture,** 2. — In gymnasium, conducting class exercises.

## LABORATORIES AND LIBRARIES.

The institution has seven laboratories, furnished with the approved modern appliances for teaching how to teach and study the physical and natural sciences.

**Physical Laboratories.** — In the department of physics there are two laboratories, with a room adjoining for the instructor. One is arranged with accommodations for sixty students to work at the tables. The other is arranged with a laboratory table for teaching, and with apparatus for projection, for the illustration of various subjects.

**Chemical Laboratories.** — The department of chemistry has two laboratories, with a room adjoining for the instructor. One, for the elementary course, is arranged with accommodations for sixty students to work at the tables, and with a teacher's chemical table and blackboard, with the seats for the class,

LABORATORY FOR ZOOLOGY AND PHYSIOLOGY.

LABORATORY FOR MINERALOGY AND GEOLOGY.

thus combining the laboratory and class-room. The other, for the advanced analytical work, qualitative and quantitative, is arranged with accommodations for thirty students to work at the tables, and with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

**Mineralogical and Geological Laboratory.** — This room is arranged for physical and chemical tests, and blow-pipe work. It is provided with three sets of specimens: one set of working specimens, containing a collection of minerals for each student to use at the table; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

**Biological Laboratory.** — This laboratory is arranged for the study of botany, zoölogy and physiology, and includes two rooms, arranged for students to work at the tables. Each room contains three collections of typical specimens — the working collection, the comparative collection, and the classified collection — and stands for microscopic work. The collections in all the departments are arranged for constant use by the students. The aim is to make the collections complete for the State. All contributions will be put to constant use.

**Geographical Laboratory.** — This laboratory is equipped with a thirty-six inch globe, slated globes, individual globes, the latest and best physical and political maps, for all grades of work, pictures classified for class use, models of the continents and Massachusetts, modelling boards, productions in both the raw and manufactured states. Apparatus for projection is provided for illustration of biology and geography.

**Industrial Laboratory.** — In this laboratory the students are taught to use tools in making sets of apparatus for use in the different studies of the course, which enable them to secure inexpensive apparatus for their own schools. It is furnished with carpenter's benches and sets of tools, and a turning lathe with a circular saw and jig saw attachment.

**The Drawing Room** is furnished with fine examples of casts and models, for teaching in the various departments of drawing.

**Library.** — The school has a valuable library of books for reference, with a card catalogue arranged for direct use in the studies of the course. The library is arranged in two large rooms, one containing books on history and literature, arranged with tables for research on the library plan, the other arranged for pedagogical study. Each department of the school also has its own library arranged for consultation.

## PRINCIPLES AND METHOD OF THE SCHOOL.

PRINCIPLES. — The ultimate object of the normal school is to make the normal student, as far as possible, an educator.

Teachers have the organization, the teaching, and training of the schools committed to their hands. They direct and control the activities of the children while they are forming habits and laying the foundations of character. The teacher should be able to train the child to the best use of all his power.

The first distinctive principle of normal school work is that **the normal student is to be a teacher.** He is to consider the acquisition and use of knowledge, the exercises of the school, his own spirit, purpose, manners, and conduct, from the point of view of the educator.

From this point of view he must know the process by which the mind acquires the ideas to be learned, must be able to present objects of thought to the learner in such a way as to incite him to right activity. To this end he must make a thorough analysis of each subject in the course of studies and learn how to use it in teaching. He must be master of the subject, that he may give his attention to the action of the pupil's mind in learning.

The course of studies in the normal school must include the subjects embraced in the course of studies for the public school. In the latter these subjects are studied as a means to general culture; in the former they are studied as educational instruments.

The second distinctive principle is that **the normal student is to be educated for his special work.** He is to be trained to comprehend and apply the principles of education that he may be able to conduct his own school to the education of his pupils.

The principles of education are derived from the study of the action of the human mind and body. The method of teaching is determined by these principles. The mind is developed by the right

exertion of its power. The teacher must know how the mind is called into right exertion and the products of this activity; and he must know the pupil as an individual.

Presenting the proper objects of thought to the mind, with the use of such motives as will secure right moral action, occasions right activity and its products, knowledge, rational power, and good character. The repeated right exertion of the mind in the acquisition and use of knowledge causes the development and growth of the man.

A course of studies is the means to that teaching and training which occasions the activity that causes the development of the mind. The course needed for this purpose is a series of subjects logically progressive and adapted to the order of mental development. It includes studies for training the mind to perceive, remember, and imagine in the acquisition and expression of distinct ideas of individual objects, as the basis of the studies for training the mind to reflect in the acquisition and expression of general ideas and truths, in the way that will best promote the esthetic, moral, and spiritual life of the man.

## The Method.

The students are led through the educational study of each subject in the course, to learn why it should be studied, for the command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

In the common school studies the outline is divided into the **elementary course**, in which the work is laid out in detail for each year of the lower grades; and the **secondary course**, which is laid out in the same way for the higher grades.

The students are taught **how to acquire the knowledge** of the object or subject by teaching them how to study the lesson at the time it is assigned, and requiring them to **present** to the class the results of their study, with criticism by the class and the teacher. After the presentation, the class is thoroughly questioned on all the important points in the lesson.

The students are taught **the method of teaching a class** in the subject by being taught parts of the subject, and, after they have

studied the lesson, examining them upon their knowledge of the method by having them teach the class the same thing. When they have acquired the idea of the method by this imitative teaching, a part of the subject is assigned to the student without being previously taught, and he is required to study the subject, prepare the apparatus and illustrations, and teach the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all kinds of class work. The students also observe the teaching of the subjects by the regular teachers in the model school.

The presenting and teaching by the students require thorough consideration of the lessons; the student must know the subject, its logical arrangement, and how to present and teach it, or fail. This training gives the student command of himself, of the subject, of the class, makes him self-reliant, develops his individuality.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon objects of thought rather than upon words.

The class exercises, from the beginning of the course, are conducted upon the principles and by the method that have been indicated. The school is a normal training school in all its course.

After this teaching and training in the method of using subjects in teaching, the students learn the philosophy of their work by finding in the educational study of man the principles of education which underlie the method they have learned to use. With this preparation in their own class work the students go to their work in the model school.

## THE MODEL SCHOOL.

The model school has a prominent place in the training of the students for their work in the public schools. Its purpose is to exemplify the mode of conducting a good public school, and to train the normal students in observing and teaching children. It occupies nearly one-third of the school building, is under the general supervision of the principal of the normal school, the direct supervision

of the vice-principal, and includes the kindergarten and the nine elementary grades of the public school of the centre of the town. It has twelve teachers, — a principal, and a regular teacher for each grade. The students, after careful observation, to become acquainted with the children, serve as assistants, take charge of the class, teach classes in different subjects, and some have practice in departmental teaching. The last year of the normal course is used for this work.

The normal students have a definite course in practical child study, under careful direction, and make reports on their study. Such study includes the school as a whole, the observation of all the details of school work in different grades, the physical condition of the school, the character of the pupils, their intellectual condition, the home and social life of the community. First the names of the children in the class are learned, and the power to recognize the children is acquired; then attention is given to the different sorts of pupils in the school, — those who are leaders, those who would prevent good work and discipline in the school, those who fail to do the best for themselves but do not interfere with others, those much above or below the average of the class, those whose work is much above that of their classmates, those whose work is very poor, and all others in the class.

This study also includes the individual child, his relation to his class, his physical condition, his intellectual condition, his moral qualities, his home and social life, and his adaptation to special work, aiming in each case to find out the cause of his condition, the effect of that condition, and the remedy for it when it is abnormal; it aims also to discover the habits which the child has formed, noting particularly those things in which he differs from ordinary children, or which are especially characteristic of him.

## Discipline.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully

to the known wishes of the Faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

## Graduation, Employment.

The daily work in each study must be satisfactory to enable the student to advance to the studies next in order.

Diplomas are given for the two years' the three years', or the four years' course to those students who have satisfactorily completed the studies of the prescribed course. Certificates are given to students who take special courses.

Register of Graduates. — A record of the post-office address of each graduate, and what he is doing, is kept, so far as known, that the principal may communicate with him promptly, and aid him to better positions. To facilitate this desirable work each student, before receiving his diploma, is asked to sign the following : —

I hereby agree to report to the principal of the State Normal School at Bridgewater, at least twice a year for three years after my graduation, and once a year thereafter, so long as I continue in the profession of teaching; and when I leave the profession I will report the fact to him and the cause therefor.

The graduates of the school are in quick demand and are engaged in all the grades of educational work.

## Text-books and Pecuniary Aid.

The school supplies the text-books in all the studies.

Pecuniary Aid. — The State makes an annual appropriation of four thousand dollars for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but **this aid is not furnished during the first term of attendance.** Applications for this aid are to be made to the principal in writing, accompanied by a certificate, from a person competent to testify, stating that the applicant needs the aid.

INDUSTRIAL LABORATORY.

Railroad Tickets. — Students living on the line of the railroad, and wishing to board at home, can obtain tickets for the term, if under eighteen years of age, at half season-ticket rates; if over eighteen, at season-ticket rates.

## Normal School Scholarships at Harvard University.

There are eight scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

## Visitors.

The school is always open to the public. Parents and friends of the pupils, school committees, superintendents, teachers, and any others who are interested to see its method and work are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

## RESIDENCE HALLS.

MRS. IDA A. NEWELL, **Matron.**

MRS. C. H. BIXBY, **Assistant Matron.**

CHARLES H. BIXBY, **Clerk.** WILLIAM S. GORDON, **Engineer.**

The State has erected and furnished three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal.

NORMAL HALL includes the office, family rooms, reception, and reading rooms, dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

WOODWARD HALL has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

TILLINGHAST HALL a fine brick building, completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

Two students occupy one room. Each room has two closets, is supplied with furniture, including mattress and pillows, heated by steam, lighted by gas and electricity, and thoroughly ventilated. The gentlemen's rooms are furnished with double beds, the ladies' rooms with single beds. No pains are spared to make the halls a home for the students. The reading room is supplied with newspapers, periodicals, and books for the use of the students.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The aim is to make these expenses not more than eighty dollars a term for each student. The ladies take care of their rooms. These rates are made on the basis of two students

TILLINGHAST HALL.

occupying one room, and do not include board during the recess. An extra charge is made when a student has a room to himself. This arrangement can be made when the rooms are not all taken.

The assignment of rooms is made on the basis that those who have been longest in school shall have precedence in the choice of rooms. If there are more students than can be accommodated in the halls precedence is given to those who reside in Massachusetts. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the schools is made just before the close of the spring term.

## Payments.

Forty dollars is to be paid by each student **at the beginning** of the term; and the same amount for each **at the end of ten weeks** from the beginning of each term. These payments are required to be strictly in advance. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby keeping down the price of board and saving to each boarder much more than the interest of the money advanced.

## Furniture.

Each boarder is required to bring bedding, towels, napkins, and napkin-ring, and clothes-bags. Ladies will adapt their bedding to single beds, gentlemen to double beds. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

# STUDENTS.

FOR YEAR BEGINNING SEPT. 14, 1899.

## SPECIAL COURSE.

| | | |
|---|---|---|
| Chessman, Charles Francis | Harvard College | *Cochituate.* |
| Boutwell, Edith Gerrish | Wellesley College | *Manchester, N. H.* |
| Carr, Blanche Lincoln | Wellesley College | *Ashby.* |
| Hancock, Mabel Dunham | Boston University | *Barre.* |
| Metcalf, Anna Louise | Brown University | *West Upton.* |
| Dickson, George Wentworth | Castine, Me. Normal School. | *Harrington, Me.* |
| Vardon, Ross * | Castine, Me. Normal School. | *Chelsea.* |
| Bunker, Maria Abbie † | Castine, Me. Normal School. | *Franklin, Me.* |
| Lanpher, Louise May | Castine, Me. Normal School. | *South Sebec, Me.* |
| Mayo, Clara Aurelia | Johnson, Vt. Normal School. | *Colchester, Vt.* |
| McClure, Viola Estelle | Plymouth, N. H. Normal School. | *Plymouth, N. H.* |
| Morgan, Marion Helen † | Bridgewater Normal School. | *Boston.* |
| Peterson, Mary Kidder ‡ | Castine, Me. Normal School. | *Park, Me.* |
| Shaughnessy, Mary | Provincial Normal School, N. B. | *St. Stephen, N. B.* |
| Sparks, Angie Edith † | Bridgewater Normal School. | *Provincetown.* |
| Hall, Henry Ward * | Teacher | *North Raynham.* |
| Reed, Alton W. | Teacher | *Taunton.* |
| Archibald, Edith Mary | Teacher | *Monticello, Me.* |
| Ash, Florence | Teacher | *Lisbon, N. H.* |
| Atwood, Nellie Florence | Teacher | *Chatham.* |

* Present first term of year. † Present second term of year. ‡ Deceased.

| | | |
|---|---|---|
| Buzzell, Anna Martha † | Teacher | *East Barrington, N. H.* |
| Davis, Fannie Angenette | Teacher | *Sherborn.* |
| Eldridge, Sarah Ames | Teacher | *Marshfield.* |
| Enos, Alice Mary | Teacher | *Newport, Vt.* |
| Goodspeed, Celia Weston | Teacher | *South Sandwich.* |
| Grigor, Edith Marion | Teacher | *North Attleborough.* |
| Hooper, Clara Winter | Teacher | *Claremont, N. H.* |
| Hull, Mabel Knowlton | Teacher | *Newton.* |
| Jackson, Elsie Kate | Teacher | *Merrimac.* |
| Kennedy, Hannah Genevieve | Teacher | *Uxbridge.* |
| Merritt, Susanna Wesley | Teacher | *Bridgewater.* |
| Moody, Ansie Clara | Teacher | *Stowe, Vt.* |
| Nolan, Nellie Winifred | Teacher | *Fiskdale.* |
| Peffers, Mary Anna | Teacher | *Stoneham.* |
| Price, Sarah Vinetta | Teacher | *Warehouse Point, Conn.* |
| Runnells, Lillian Grace | Teacher | *Searsport, Me.* |
| Sadd, Nellie May | Teacher | *Ellington, Conn.* |
| Shaunessy, Margaret | Teacher | *Erie, Pa.* |
| Thomas, Ethel Etta | Teacher | *Belfast, Me.* |
| Webber, Adelia Josephine | Teacher | *Roxbury.* |

Men, 5; women, 35.

## Four Years' Course.

| | | |
|---|---|---|
| Alden, Jane Atwood | *Fairhaven* | Entered 1895. |
| Gould, Arthur Linwood | *Rockland* | " 1896. |
| Campbell, Emma Eliza | *Goffstown, N. H.* | " " |
| Dexter, Gertrude Wood | *Mattapoisett* | " " |
| Fuller, Blanche Genevieve | *Mansfield* | " " |
| Hayes, Helena Catherine | *Bridgewater* | " " |
| Jewett, Ida Belle | *North Andover* | " " |
| McMenamen, Sarah Elizabeth | *West Bridgewater* | " " |
| Thompson, Susan Elizabeth | *Goffstown, N. H.* | " " |
| Benson, Cyrus | *Bridgewater* | " 1897. |
| Cushman, Joseph Augustine | *Bridgewater* | " " |
| Gammons, Herman | *Bridgewater* | " " |
| Glover, John Herbert Henry | *South Boston* | " " |
| Litchfield, Frank Webster | *North Scituate* | " " |
| Roscoe, Leander Herbert | *Scotland* | " " |
| Smith, Myron Albert | *Washington, Conn.* | " " |

† Present second term of year.

| | | | |
|---|---|---|---|
| Spaulding, George Langdon | *Taunton* | Entered | 1897. |
| Davis, Mabel Eunice | *East Longmeadow* | " | " |
| Freelove, Maude Minnie | *Fall River* | " | " |
| Leahy, Anastacia Genevieve | *Middleborough* | " | " |
| Nickels, Katherine Clifford | *Searsport, Me.* | " | " |
| Packard, Sarah Alice | *Brockton* | " | " |
| Stewart, Ella Louise | *Cohasset* | " | " |
| Cushing, Sumner Webster | *Brockton* | " | 1898. |
| Leland, Frank Kimball* | *Calais, Me.* | " | " |
| Leonard, Nahum | *Clifton Heights, Pa.* | " | " |
| Savary, Charles Pemberton | *North Easton* | " | " |
| Sinnott, Edmond Linwood | *Bridgewater* | " | " |
| Smith, William Everett | *Marblehead* | " | " |
| Boyden, Ethel | *Bridgewater* | " | " |
| Crooker, Ethel Maud | *Brockton* | " | " |
| Curran, Sara Emmet | *East Bridgewater* | " | " |
| Gifford, Alice Chloe | *Falmouth* | " | " |
| Hanchett, Ellen Draper | *South Natick* | " | " |
| Hutchinson, Cora May | *Whitman* | " | " |
| Mann, Annie Bertha | *Brockton* | " | " |
| Rourke, Alice Katherine | *Abington* | " | " |
| Turner, Elsie Evelyn | *North Scituate* | " | " |
| Carroll, Michael Davitt | *East Bridgewater* | " | 1899. |
| Desmond, John Francis* | *New Bedford* | " | " |
| Desmond, Thomas Francis, Jr. | *New Bedford* | " | " |
| Edwards, William F. C. | *Bridgewater* | " | " |
| Matossian, Jesse | *Aintab, Syria* | " | " |
| Pellissier, Robert Edouard | *Brooklyn, N. Y.* | " | " |
| Powers, Roger Arthur | *Campello* | " | " |
| Vinal, Willie Gould | *Norwell* | " | " |
| Bennett, Ida Thomas | *New Bedford* | " | " |
| Clapp, Ida May | *Scituate* | " | " |
| Gunn, Sarah Cameron | *Dedham* | " | " |
| Harding, Annie Laura | *Cottage City* | " | " |
| Lawrence, Amy Winifred | *Lebanon, N. H.* | " | " |
| Neal, Ethel | *Lawrence* | " | " |
| Paine, Louise Frances | *Elmwood* | " | " |
| Payson, Lula Estelle | *Camden, Me.* | " | " |
| Prince, Lucy Sherman | *Yarmouth, Me.* | " | " |
| Sworer, Alma | *Newton Center* | " | " |
| Valentine, Jennie Judith | *Fairhaven* | " | " |
| Waterman, Bessie Everson | *Campello* | " | " |

Men, 23; women, 35.

* Present first term of year.

## Intermediate Course.

| | | | |
|---|---|---|---|
| Mann, Ilda Deborah | *Scituate* | Entered | 1896. |
| Westgate, Helen Mabel * | *Somerville* | " | " |
| Curran, Edward Lawrence | *East Bridgewater* | " | 1897. |
| Fitton, Henry Preston | *North Easton* | " | " |
| Kraner, William Robert | *Clinton* | " | " |
| Lowe, Alfred Kingsbury | *West Boylston* | " | " |
| Maglathlin, Leon Edward | *North Easton* | " | " |
| McDonald, William Thomas * | *North Abington* | " | " |
| Morse, Louis Theodore | *Winthrop* | " | " |
| Busiere, Alice Julia | *Taunton* | " | " |
| Ellis, Mabel Hawes | *Medfield* | " | " |
| Gallivan, Mary Maud | *Holbrook* | " | " |
| Gifford, Annie Richmond | *New Bedford* | " | " |
| Grinnell, Alice Lorraine | *Holbrook* | " | " |
| Kirmayer, Abbey Annie | *Bridgewater* | " | " |
| Wallon, Louise Amy * | *Somerville* | " | " |
| Browne, Maud Melynda | *Bradford* | " | 1898. |
| Dunyon, Ethel Hill | *Roxbury.* | " | " |
| Holton, Edith Austin | *Falmouth* | " | " |
| Howland, Mary Adelia | *Sandwich* | " | " |
| McAllister, Edith Kyle | *Whitinsville* | " | " |
| Mills, Emma Elizabeth | *Winchester* | " | " |
| Roberts, Edna May | *Reading* | " | " |
| Stevens, Myrtie Belle | *Rockland* | " | 1899. |

Men, 7; women, 17.

## Kindergarten Course.

| | | | |
|---|---|---|---|
| Burrill, Celia Norris | *Bridgewater* | Entered | 1897. |

## Two Years' Course.

### Class of 1897.

| | |
|---|---|
| Stow, Alfred Leon * | *Southington, Conn.* |
| Gibbs, Jeanette Louise * | *Merrimac.* |
| Manahan, Grace Elliott * | *Lawrence.* |
| McCormick, Mary Ida * | *Taunton.* |
| O'Loughlin, Elizabeth * | *Fall River.* |
| Sawyer, Mabel Alice | *Harvard.* |

Men, 1; women, 5.

* Present first term of year.

CLASS OF 1898.

| | |
|---|---|
| Harvey, John Henry | *Rock.* |
| Vaughan, Henry Melbourne | *Lynn.* |
| Bacon, Georgietta | *East Lexington.* |
| Bailey, Esther Gertrude | *Hampstead, N. H.* |
| Bakeman, Susan Gardner | *Chelsea.* |
| Bennett, Malvina Adelaide * | *North Easton.* |
| Brown, Elizabeth Stevens | *Swansea.* |
| Buckley, Agnes Bridget | *Abington.* |
| Burgess, Mary Winthrope | *Plymouth.* |
| Callahan, Mary Ellen | *Bridgewater.* |
| Campbell, Ada Buxton | *West Bridgewater.* |
| Carney, Madge Ellen | *Adams.* |
| Chamberlain, Georgianna | *Dedham.* |
| Cole, Eva Alice | *Brockton.* |
| Corbett, Annie Alice | *Dedham.* |
| Curran, Mary Ann | *Plymouth.* |
| Damon, Grace Edith | *Hyde Park.* |
| Damon, Mabel Fletcher | *Marshfield.* |
| Danahy, Julia Elizabeth | *Canton.* |
| Dickman, Bertha Holmes | *Bridgewater.* |
| Downey, Rosa Louise | *Taunton.* |
| Edwards, Florence Maud | *Bridgewater.* |
| Feeney, Grace Elizabeth | *Andover.* |
| Ferguson, Margaret Elizabeth | *Fall River.* |
| Ford, Eunice Lovicy | *Northfield, Vt.* |
| Ford, Mary Turner | *Marshfield.* |
| Gaffney, Katharine Teresa | *Taunton.* |
| Glidden, Helen Hall | *Natick.* |
| Goward, Marian Chester | *North Easton.* |
| Hall, Blanche Sherman | *Weymouth.* |
| Hall, Desire | *Dennis.* |
| Hamilton, Bertha | *Norfolk.* |
| Harden, Annie Frances | *East Bridgewater.* |
| Harrington, Mary Agnes * | *Fall River.* |
| Hathaway, Isabel Evans | *Stoughton.* |
| Haynes, Alice Lucile | *Haverhill.* |
| Healy, Mary Louise | *South Natick.* |
| Heenehan, Elizabeth Iola | *Palmer.* |
| Howes, Dora May | *Buzzards Bay.* |
| Howland, Eliza Collins | *Fairhaven.* |
| Hunter, Lillian Grey | *West Upton.* |

* Present first term of year.

| | |
|---|---|
| Kane, Margaret Teresa | *New Bedford.* |
| Keene, Mabel Ella | *East Weymouth.* |
| Kennedy, Alice Josephine | *Medford.* |
| Kershaw, Polly | *West Boylston.* |
| King, Ellen | *Abington.* |
| Lyons, Anna Margaret | *Winchester.* |
| McDuffee, Grace May | *Rochester, N. H.* |
| McNamara, Florence Loretto | *Taunton.* |
| Mitchell, Gertrude Sargent | *Hyde Park.* |
| Mitchell, Mary | *East Bridgewater.* |
| Morris, Velma Warren | *North Scituate.* |
| Morse, Abbie Gertrude | *Wrentham.* |
| Morse, Anne Willis | *Middleborough.* |
| Orendorff, Jennie Allen | *Concord.* |
| Pettee, Bertha Augusta | *Foxborough.* |
| Pettigrove, Carrie * | *Calais, Me.* |
| Quinn, Mary Emma * | *Fall River.* |
| Reed, Mabel Lincoln | *Abington.* |
| Reed, Matilda May | *Fall River.* |
| Reidy, Nellie Loretta | *South Weymouth.* |
| Richmond, Luette Elizabeth | *Stoughton.* |
| Salfisberg, Freda | *Jamaica Plain.* |
| Sands, Annie Mabel | *Cambridge.* |
| Sargent, Alice Carleton | *Merrimac.* |
| Shaw, Lena Frances | *Middleborough.* |
| Simpson, Mary Margaret | *Dedham.* |
| Slade, Mary Adelia | *Fall River.* |
| Sparrow, Lizzie Evelyn Berry | *Middleborough.* |
| Tarbell, Angie Louise | *Concord.* |
| Taylor, Emily Chace | *Newport, R. I.* |
| Tinkham, Lillie May | *Rock.* |
| Vanston, Alice Pauline | *Stoughton.* |
| Warren, Marion | *Northfield.* |
| Wentworth, Myra | *Berwick, Me.* |
| Wheeler, Caroline Maria | *Windham Depot, N. H.* |
| Wheeler, Helen Mae | *Nash.* |
| Whittle, Grace Isabelle | *Antrim, N. H.* |
| Wilson, Sarah Louise | *Rockland.* |
| Winchester, Mary Lorena | *Chelsea.* |
| Wood, Margaret Fletcher | *Whitinsville.* |

Men, 2; women, 79.

* Present first term of year.

CLASS OF 1899.

| | |
|---|---|
| Campos, Celestino Celso | *San Buenaventura, Coah., Mex.* |
| Cook, Louis DeLaittie | *Ellsworth, Me.* |
| Damon, Edwin Alfred | *Quincy.* |
| Early, Charles Henry | *Ashland.* |
| Howes, Herbert Harold | *Dennis.* |
| Howes, William Grant | *Dennis.* |
| Marines, Dionisio | *Graf Cepeda, Coah., Mex.* |
| Northcott, Sidney Thomas | *Quincy.* |
| Sheahan, Thomas Joseph | *Boston.* |
| Abbott, Isabel Beatrice ‡ | *East Taunton.* |
| Barr, Mary Hattie | *Reading.* |
| Bennett, Maude Alice * | *Mattapoisett.* |
| Benson, Annie Belle | *Abington.* |
| Borden, Nellie May | *South Braintree.* |
| Bowker, Louise Valentine | *Roxbury.* |
| Carroll, Mary Josephine | *North Easton.* |
| Chase, Sara Elizabeth | *Keene, N. H.* |
| Cobb, Jessie Clarke | *Hingham Center.* |
| Dean, Alice Simmons | *Taunton.* |
| Delano, Bertha Falconi | *Marion.* |
| Devine, Agnes | *Bridgewater.* |
| Dunbar, Jessie Woodman | *Elmwood.* |
| Dunham, Bessie Robinson | *North Middleborough.* |
| Evans, Geneva Dean | *Taunton.* |
| Fiske, Lena Mabelle * | *Jamaica Plain.* |
| Fogarty, Katherine Cecilia | *East Weymouth.* |
| Garland, Faith | *Portsmouth, N. H.* |
| Gault, Edna Alfreda | *Holyoke.* |
| Godfrey, Helen Rounseville | *Taunton.* |
| Gurney, Leila Rose | *Whitman.* |
| Hawes, Annie Mildred | *Stoughton.* |
| Holbrook, Irene Althea | *Braintree.* |
| Holmes, Emma Josephine | *Franklin.* |
| Horton, Frances Genevieve | *Vineyard Haven* |
| Jackson, Ethel May | *Amesbury.* |
| Knowlton, Vera May | *West Acton.* |
| Landers, Rose Carlton | *Cataumet.* |
| Leonard, Edith Adelaide | *Taunton.* |
| Lowry, Ethel Chapman | *Ponkapoag.* |
| Macdonald, Laura Ethel | *East Milton.* |

* Present first term of year. ‡ Deceased.

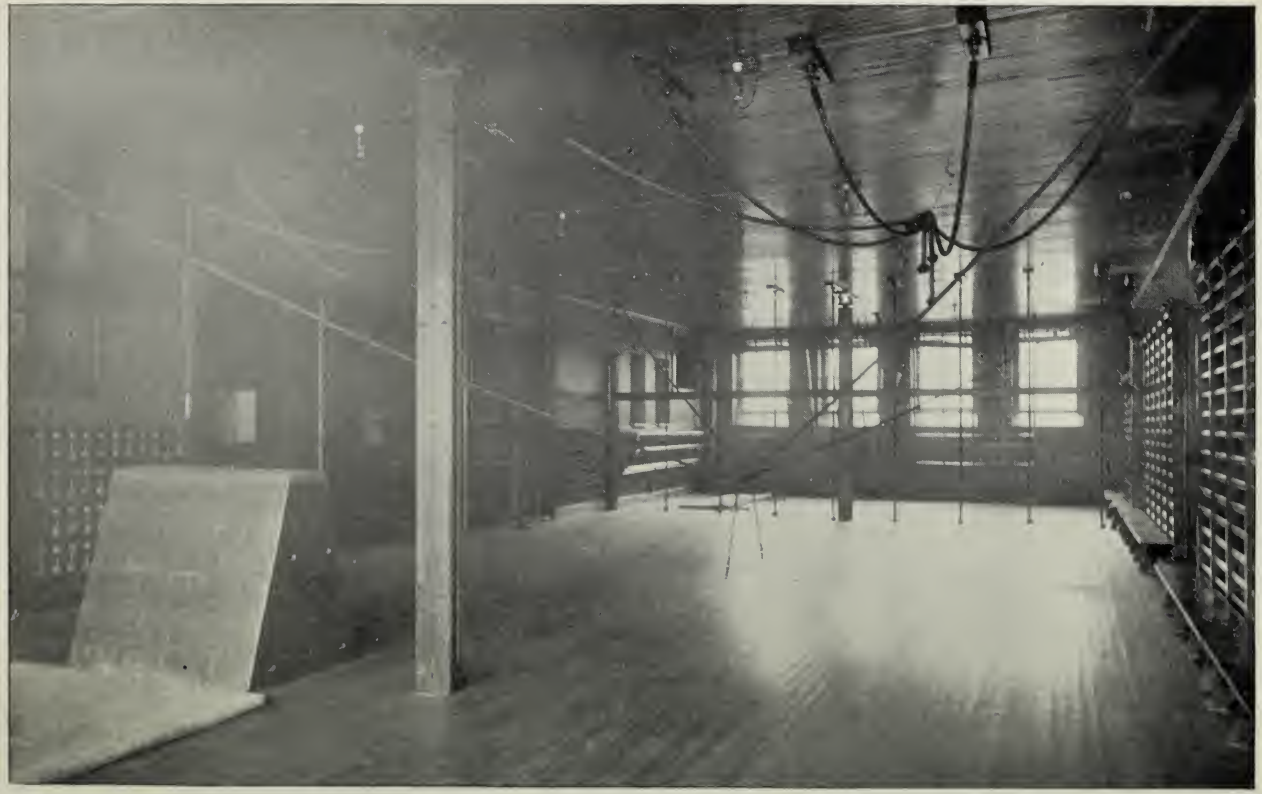
McCool, Mary Agnes . . . . . *Brockton.*
McGrory, Annie Louise . . . . . *South Weymouth.*
McKenney, Mary Julia . . . . . *East Taunton.*
McLaughlin, Ellen Elizabeth . . . . . *Randolph.*
McNeeland, Emma Jane . . . . . *Bridgewater.*
Mooney, Margaret Genevieve . . . . . *Fall River.*
Morrison, Mary Eliza . . . . . *Fall River.*
Nichols, Irene Maude . . . . . *Manchester, N. H.*
Nickerson, Albina May . . . . . *North Attleborough.*
Nixon, Clara Elizabeth . . . . . *Franklin.*
Noyes, Marion Rebecca . . . . . *Chelsea.*
Pennington, Pearl . . . . . *Abington.*
Prouty, Olive Gertrude . . . . . *Rockland.*
Randall, Laura Wellman . . . . . *Brockton.*
Sampson, Mabel Atwood . . . . . *State Farm.*
Scovell, Gertrude B. W. . . . . *Keene, N. H.*
Sheahan, Margaret M. E.* . . . . . *West Quincy.*
Sheehan, Mary Ellen . . . . . *Westwood.*
Shevlin, Mary Theresa . . . . . *Sandwich.*
Shirley, Annie Agnes . . . . . *Quincy.*
Smith, Alice Churchill . . . . . *Chatham Port.*
Smith, Ella Gifford . . . . . *East Milton.*
Spear, Julia Vida* . . . . . *Portland, Me.*
Standish, Ethel Maria . . . . . *Stoughton.*
Stebbins, Josephine Cook . . . . . *East Whitman.*
Stevenson, Henrietta . . . . . *Brockton.*
Sullivan, Harriet Margaret . . . . . *Bellingham.*
Townsend, Helen Campbell . . . . . *Manchester, N. H.*
Turner, Alice . . . . . *Methuen.*
Vogler, Ethel . . . . . *Atlantic.*
Warren, Mary Clarissa . . . . . *North Pomfret, Vt.*
Wilber, Charlotte Lincoln . . . . . *Dorchester.*
Wilson, Sarah Elmira . . . . . *Hollis, N. H.*
Wood, Grace Evelyn . . . . . *Middleborough.*
Woolley, Catherine Elizabeth . . . . . *Groton.*

Men, 9; women, 66.

* Present first term of year.

## SUMMARY.

| | Men. | Women. | Total. |
|---|---|---|---|
| Special Course | 5 | 35 | 40 |
| Four Years' Course | 23 | 35 | 58 |
| Intermediate Course | 7 | 17 | 24 |
| Kindergarten Course | 0 | 1 | 1 |
| Two Years' Course: | | | |
| Class of 1897 | 1 | 5 | 6 |
| Class of 1898 | 2 | 79 | 81 |
| Class of 1899 | 9 | 66 | 76 |
| Number for the year | 47 | 238 | 285 |
| Number admitted this year | 21 | 113 | 134 |
| Whole number admitted to the school | 1,284 | 3,473 | 4,757 |
| Number graduated last year | 11 | 79 | 90 |
| Number receiving certificates, special course | 4 | 17 | 21 |
| Whole number of graduates | 832 | 2,160 | 2,992 |
| Number of graduates from four years' course | 132 | 118 | 250 |
| Number enrolled in the model school | – | – | 417 |



GYMNASIUM.

PLAN OF SCHOOL BUILDINGS.

1. Normal School.
2. Normal Hall.
3. Woodward Hall.
4. Tillinghast Hall.
5. Laundry.
6. (Principal's House.)
7. Boyden Park.
8. Normal Grove.
9. South Field, Athletic Grounds.

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